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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with the following topics: written communication competencies necessary in the accounting profession; the cooperative school approach to developing a communication network; organizational communication and faculty satisfaction; organizational climate and communication climate in schools; open communication within organizations; the evolution of business letter writing; organizational mechanisms, employee use, and organizational outcomes; the effect of a structured communication process on perceived job satisfaction; organizational meeting skills; teaching business communications; cognitive complexity and impression formation in an organizational setting; a rules theory of organizational communication; the influence of sex differences and organizational status upon speech dominance in mixed-sex dyads; the effect of open office landscaping on communication; communication profiles based upon sex differences across organizations; career-oriented communications; communication and organizational change; the rhetoric of denominationalism; rhetorical sensitivity in first-line supervisory relationships; and interprofessional consultation between school administrators and school psychologists. (FL)

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Addison, Roger Maurice
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OPINIONS OF PRACTICING ACCOUNTANTS: WRITTEN COMMUNICATION COMPETENCIES NECESSARY IN THE ACCOUNTING PROFESSION Order No. 7901591

ADDAMS, Harvey Lon, Ed.D. Brigham Young University, 1978. 166pp. Chairman: Max L. Waters

The purpose of this study was to determine written communication competencies that are most important to an accountant's job effectiveness and that should be taught to collegiate accounting students.

As reported by 258 practicing accountants, collegiate accounting students should be taught the following projects: (1) narrative-audited and unaudited reports, (2) letters, and (3) analytical reports involving comparisons or evaluation.

The writing skills that were reported as the most important for teaching emphasis were (1) write concisely, (2) construct smooth sentences, (3) choose clear words, and (4) make conclusions.

AN EVALUATION OF THE COOPERATIVE SCHOOL APPROACH TO DEVELOPING A COMMUNICATION NETWORK Order No. 7820662

ADDISON, Roger Maurice, Ed.D. Baylor University, 1978. 135pp. Major Professor: Dr. Bill D. Lamkin

PROBLEM: The purposes of this study were to evaluate the cooperative school approach to developing interschool communication links and to document the processes or procedures by which communication links were established and developed by a group of people referred to as the hub. The information from this study may serve as a guide to others who establish a cooperative school approach to implement change.

PROCEDURE: The procedures involved an analysis of interviews in order to determine trends and common statements about the communication network. Principals' logs, Central Texas League (CTL) meetings, and evaluative data were also used in this analysis. The events, processes, or procedures were outlined and related to (1) the formal and informal communication links within the network, (2) the role of the facilitators, and (3) the role of the hub. Standard methods of historical analysis and research were used in this study. To provide a better understanding of this study, a brief history of the League of Cooperating Schools project, initiated by Goodlad and his associates, and network organizational structures were summarized. The founding and the development of the CTL was also considered.

FINDINGS: From the inception of the CTL network, the principals met monthly to exchange dialogue concerning the development of the CTL. Each school participated in a needs assessment and the identification of a school focus. In addition, teachers and principals attended five all-CTL convocations for the purpose of sharing and exchanging ideas pertaining to the CTL network. The hub and the CTL members organized six task forces to assist in the establishment of communication links and the communication process. A newsletter was published twice a semester to inform the CTL network members about activities within the cooperating schools. Inter-school visitations and conference calls were held on a regular basis. The exchange of ideas was also accomplished through the establishment of "pen-pals."

The hub developed communication strategies and activities to encourage and establish communication links within the network. These events, processes, or procedures included (1) the development of a participation agreement, (2) the identification of books and articles concerning the League concept, (3) the use of a dialogue process within the network, (4) the completion of a needs assessment, (5) the identification of a school focus, (6) the establishment of a principals' forum, (7) the establishment of a steering committee, (8) the establishment of several task forces, (9) participation in all-CTL concovations, (10) participation in topical conferences, (11) the establishment of interschool visitations, (12) participation in telephone conference calls, (13) participation in "pen-pals," (14) the establishment of a newsletter, and (15) the collection and dissemination of evaluation data to the network members.

CONCLUSIONS: A number of conclusions evolved from this study: 1. The hub developed a communication network by establishing and reinforcing the dialogue between the members of the CTL. 2. The hub encouraged the use of the DDAE process in the development of the communication network. 3. The hub organized topical conferences based on the needs of the members of the CTL. 4. The hub developed a flow chart for implementing effective change within the CTL. 5. The hub developed and organized a format for the CTL task forces.

In addition, the hub assisted the members of the CTL to see value in resources within the network. The hub linked the CTL members to resources both inside and outside the network. Further, the hub assisted the schools' staffs in defining their goals and objectives.

ORGANIZATIONAL COMMUNICATION AND FACULTY SATISFACTION IN INSTITUTIONS OF HIGHER EDUCATION Order No. 7903641

AREA, Ronald Gilbert, Ed.D. Oklahoma State University, 1978. 131pp.

Scope of Study: The purposes of this dissertation were to identify the nature and frequency of occurrence of various organizational communication components utilized by the office of the dean and the faculty within three types of colleges in four senior institutions of higher education and to ascertain whether any relationship between the level of communication satisfaction experienced by faculty and each component and/or frequency of communication existed. Using a typology of organizational communication developed by Farace, Monge, and Russell, seven components of communication and their relationship to faculty satisfaction were examined. The seven components were: (1) production, (2) maintenance, (3) innovation, (4) flexibility, (5) directionality, (6) initiation, and (7) types of message channels. The research design and procedure involved answering four primary questions. The first two were satisfied by using the Likert Scale Scoring Program to calculate the nature and the frequency of occurrence of the communication components. The last two questions were answered by testing certain hypotheses utilizing the Likert Scale Scoring Program, the Scattergram subprogram of SPSS, the Two-Factor Mixed Design Analysis of Variance, and the Newman-Keuls' Multiple-Range Test.

Findings and Conclusions: It was revealed through the analysis that the overall communication system within institutions of higher education was slightly informal in nature. With respect to the formality of the seven components of communication, differences were found within Colleges of Education, Arts and Sciences, and Business. Production components occurred often and were the most utilized components of communication in all colleges. The degree of flexibility in the communication system fell between the "often occurs" and the "sometimes occurs" responses and was the least utilized component of communication. Significant relationships were found between the level of communication satisfaction experienced by faculties within all colleges and the formality of the communication system and the seven communication components. Deans and other college administrators could enhance the level of faculty satisfaction by developing and utilizing an informal type communication system, by providing an opportunity for the faculty to participate in academic governance, by minimizing production messages, by providing counteracting incentives for faculty when dissatisfactory messages are required, and by examining the flexibility of the communication system and attempt to decrease rigidity wherever possible.

ORGANIZATIONAL CLIMATE AND COMMUNICATION CLIMATE IN SCHOOLS: A RELATIONSHIP STUDY CONDUCTED IN SELECTED HIGH SCHOOLS IN THE STATE OF UTAH DURING THE SPRING OF 1978 Order No. 7901592

BAUGH, Steven Clare, Ed.D. Brigham Young University, 1978. 297pp. Chairman: Glen F. Ovard

The purpose of this study was to determine the relationship between organizational climate and communication climate in selected high schools in the state of Utah during the Spring of 1978. The data were collected from the responses of fifty-four principals and 160 teachers to the Organizational Climate Description Questionnaire and the Communication Climate Inventory. Pearson product-moment correlation coefficients were computed for each of the relationships determined from the responses of the principals and teachers, as a whole and as subgroups.

It was found that the relationships between: (1) organizational climate and communication climate; (2) organizational climate and each of the six dimensions of communication climate; (3) communication climate and the organizational climate dimensions of Disengagement, Hindrance, Esprit, Thrust, and Consideration; and (4) each of the six dimensions of communication climate and the organizational climate dimensions of Disengagement, Hindrance, Esprit, Thrust, and Consideration were significant at the .05 level of confidence.

A COMPARATIVE FUNCTIONAL ANALYSIS: OPEN COMMUNICATION WITHIN ORGANIZATIONS Order No. 7905244

BILLUPS, William Henry, Ph.D. State University of New York at Buffalo, 1978. 121pp.

The relevance of open communication within organizations is reiterated with respect to the structure, extensiveness, and span of organizations. The research problem is not to establish the importance of open communication but rather, simply stated, how can openness of communication be measured. The analysis of five existing tools developed respectively by (1) Indik, Seashore, and Georgeopoulos, (2) Burke and Wilcox, (3) Jourard, (4) Rogers, and (5) Likert was used to answer the above statement.

The purpose of the study was to compare the reliability and validity of the five instruments that measure open communication, to determine which are reliable and valid as predictive of the level of openness.

This methodology may be characterized as a field study survey of data gathered from members of a southeastern university campus. The faculty and staff of each department on campus, as well as the student body, participated in this study. Subjects came from nine categories, namely, (1) chancellor's office, (2) academic (faculty), (3) fiscal, (4) student services, (5) development and planning, (6) freshman students, (7) sophomore students, (8) junior students, and (9) senior students. A total of 407 questionnaires were sent; 305 individuals responded. Seventy-four point nine percent of the questionnaires were returned.

All research hypotheses were supported at the .05 level of statistical probability. In general terms, the findings are listed as follows:

1. The number of items in the instrument has no effect upon the reliability and validity of the measuring instrument.
2. There is a difference in the dimension of openness being measured depending upon the instrument chosen to use in testing.
3. There is a difference in the level of openness when we choose to reveal information about our personal selves vs. what is revealed about our organizational selves.

Factor analysis was used to determine which tests or measures belonged together, which tests virtually measure the same things, and to what extent they do so. The factor matrix, using the principal factor method, was performed in order to determine the common factor variance of the test scores.

Factor scores were generated for each test. These scores were grouped into upper and lower 25th percentiles to form groups which were cross-tabulated to determine (1) the reliability and the validity of the instrument used, (2) the dimensions of openness, and (3) organizational openness versus personal openness. The Fisher's exact method for 2x2 tables was utilized to determine if the tests were independent.

A comparison of test sensitivity and specificity was also computed to assess the validity and reliability of each instrument, as well as to assess the different dimension of openness of each instrument as a test of hypothesis IIo. Reliability and validity were reflected by high values of sensitivity and specificity. Measurement of different dimensions of openness being tested by each instrument was reflected by low sensitivity and specificity scores. In conclusion, Jourard's instrument was found to be least reliable while Likert's tool was the most reliable of those tested.

THE EVOLUTION OF BUSINESS LETTER WRITING Order No. 7902689

CHUTE, Shirley Belle, Ed.D. University of Pittsburgh, 1978. 197pp.

This study traced the history of business letter writing from the earliest correspondence known to western civilization until the present decade, a period of over four millennia. The tools and materials associated with letter writing were included in the study, especially where they have had an influence on how letters were written and why they have been preserved to the present.

The historical research involved first of all the preparation of a working bibliography on the history of letter writing, the letter collections, and the books and manuals on letter writing. The search for original correspondence was then conducted in libraries, archives, and museums both in North America and in Great Britain. The investigation revealed that business letters dating from the third millennium B.C. onward are available for study.

Letters in the ancient Mesopotamian civilizations were inscribed on clay tablets with a wedge-shaped writing implement. These first letters used variations of the opening formula "Say to A: Thus Saith B" that was merely the written form of the previously verbal instruction that would have been given to a messenger to repeat to the person for whom the message was intended. This opening formula survived until the Middle Ages and would appear to be the precursor of the modern-day letter parts known as the inside address and the salutation.

The Greeks and Romans wrote their letters on paper made from the pith of the papyrus reed. The form "A to B, greetings" was used in their letter openings and the word "farewell" was the simple conclusion. Letters from the third century B.C. on were usually dated.

Letters of the Byzantine period and the Middle Ages were characterized by effusive greetings and blessings. Extended closings continued in use into the last decades of the nineteenth century with such leave takings as "I remain, your most humble and obedient servant." During the seventeenth, eighteenth, and the early nineteenth centuries, the style of business letter writing changed little. The body of the letter often contained only one paragraph and that paragraph included a variety of subjects on all phases of the daily life of the writer.

By the middle of the nineteenth century, increased industrial activity and better educational opportunities helped to bring about more efficient writing practices. The invention and adoption of the typewriter gave further impetus to improved business letter writing procedures.

The twentieth century has seen the progression from the handwritten, indented style of letter to a computer-produced message that can be transmitted electronically without paper and, of course, without the need for official postal services.

The study has shown that the business letter was among man's first recorded messages and that evidence of form and style may be observed in the letters from the earliest periods.

Further, the study reveals that changes in business letter writing have occurred very slowly through the ages. Some of the traditional letter parts have been retained today when they have become mere platitudes. It is hoped that this study will encourage educators and businessmen to omit the salutations and closing from the business letter and to concentrate instead on messages that are clearly and courteously written in preparation for the electronically transmitted communication that will replace the traditional business letter.

THE RELATIONSHIP BETWEEN ORGANIZATIONAL FEEDBACK MECHANISMS, EMPLOYEE USE, AND ORGANIZATIONAL OUTCOMES

DUNCAN, Stewart Scott, Ph.D. University of Southern California, 1978. Chairman: Professor Robert T. Filep

In both industry and government, communication policy makers are using employee feedback mechanisms to improve the flow of information upward through the organization. However, to date few studies have been accomplished which probe the effects of these systems on either their employee users or the organizations which sponsor them. This exploratory study examines questions of feedback system use and related impact on employees and organizations.

Four such mechanisms were examined: a telephonic complaint channel, letters sent to the editors of employee newspapers, complaints voiced through interpersonal communication with an organizational ombudsman, and a job improvement suggestion program. Each system was evaluated in terms of individual perceived value, actual use, and derived satisfaction from system use. In addition, the utilization of these systems was associated with organizational stability and effectiveness variables.

The environment of the study was 42 units of the U.S. Air Force. Data on perceptions of channel value, individual use, and resulting satisfaction were obtained from 417 questionnaires completed by military personnel within these units. Data on organizational outcomes were obtained through coordination with program managers responsible for these organizations.

Major findings in this study are: (1) The inspector general system, an ombudsman channel, is highly valued, carries messages perceived as significant, and has the greatest apparent impact on unit stability and effectiveness. (2) Neither the telephone nor the newspaper channels appeared to have any significant relationship with unit stability and effectiveness. (3) Unit effectiveness appears positively related to unit absenteeism. It appeared inversely related to unit attendance at military sick-call.

These findings suggest support of the inspector general system with implications for future application of content analysis techniques to help commanders forecast problem areas, prior to experiencing declining effectiveness within their units. Absentee and sick-call data may also be of value in the prediction of unit effectiveness. Programs such as the mediated complaint systems and the job improvement channel may require further study to determine what, if any, positive impact they may have on either individual system users or their sponsoring organizations.

STRUCTURED COMMUNICATION PROCESS—PERCEIVED JOB SATISFACTION: RIO LINDA SCHOOL DISTRICT 1976 Order No. 7823435

FLORATOS, Nick Daniel, Ed.D. Brigham Young University, 1978. 103pp. Chairman: F. Del Wasden

The purpose of this study was to determine if a structured communicative process of information sharing involving classified and certificated personnel in the Rio Linda Union School District would bring about perceived change in job satisfaction.

The data indicated that: school district employees feel a need for a structured communication system. The communication system now in effect has had a positive effect, but it is in need of modification.

ORGANIZATION MEETING SKILLS: THEIR EFFECT ON SATISFACTION WITH MEETINGS AND JOBS AND A SUGGESTED MODEL FOR TRAINING Order No. 7902004

GELINAS, Mary Virginia, Ed.D. University of Massachusetts, 1978. 224pp. Director: Dr. Emma Cappelluzzo

The purpose of this study was to 1) present a new model for conducting meetings; 2) to propose a design to train people in the use of the new model; 3) to evaluate the training design in terms of the participants' reactions, learning, and behavior changes: and, 4) to assess the impact of the proposed meeting model on satisfaction with meeting and jobs.

The study was part of an overall training and evaluation effort funded by the U.S. Office of Education's Alcohol and Drug Education Program and implemented by Region VIII Regional Developmental Resource Center, a project of Awareness House, Inc., in Oakland, California. The project involved 26 staff members of 12 social service agencies in a single county in Oregon.

The meeting model proposed in the study is drawn largely from the work of Doyle and Strauss (1976) in "How To Make Meetings Work."

The study was a time-series field experiment which included a fifteen-hour weekend workshop. A variety of measures were used to assess the training and its impact. The study's findings were based on the data collected before training and for two months after training.

Systematic observations of the participants at their regular staff meetings and assessments of their satisfaction with their meetings and jobs were done prior to training and once a month for two months after. Participants were also asked to complete post-training evaluations and to assess their own skill use once a month for two months after training. The untrained colleagues of the participants were also asked to assess their satisfaction with their meetings at the same intervals as their co-workers.

Results of the training and the use of the meeting model included the following. The training was effective; the formats of the agency meetings changed, the majority of the skills that were the focus of the training were used by the participants at significant levels.

The evaluations of the training indicated that the design the trainers intended to implement, was implemented. The evaluations also indicated that observing the trainers using the skills and being able to practice them were two of the most helpful components of the design.

The use of the model impacted the feelings of both the trained participants and their untrained colleagues about meetings. The satisfaction with their meetings increased although the satisfaction of the untrained colleagues increased more than that of the trained participants. The items that increased at significant levels for both groups concerned the participation and productivity of the meetings.

There was no measurable change in the participants' satisfaction with their jobs.

AN EXPERIMENTAL STUDY IN TEACHING BUSINESS COMMUNICATIONS USING TWO DIFFERENT APPROACHES: THEORY AND APPLICATION APPROACH VS. WRITING APPROACH Order No. 7910536

HART, Maxine Barton, Ed.D. University of Houston, 1978. 211pp.

Purpose of the Study

The purpose of this study was to conduct an experiment to determine which of two different approaches (the theory and application approach or the traditional writing approach) should be taught to best meet the objectives of the business communications class. The comparison was made by (1) evaluating students' understanding of theory and principles, (2) evaluating students' skills in writing business correspondence and reports, and (3) evaluating students' abilities to analyze written business communication.

Procedures

The experiment was conducted in the spring, 1978, and involved four business communication classes at Baylor University Hankamer School of Business. The Experimental Group consisted of 59 students, and the Control Group consisted of 60 students.

Two classes were taught by the traditional writing approach. Members of this Control Group were assigned 19 writing assignments. The two Experimental Classes were taught by the theory and application approach. They were assigned 13 writing assignments and devoted 30 percent of their instructional classes to theory.

Testing Program

In order to measure and compare the gains acquired by both groups, the students were pretested and posttested to determine their beginning knowledge and skills and any improvements made over the semester. The tests included:

1. Writing Test--Form A from the McGraw-Hill Basic Skills Systems which covers Language Mechanics, Sentence Patterns, and Paragraph Patterns.
2. Teacher-made test over theory and principles.
3. Teacher-made test of writing ability.

During the semester, the students were given objective tests over direct letters, indirect letters, persuasive letters, and written reports. In addition, the students wrote three test letters and a memorandum report in class. These test letters were graded by two other professors and the researcher. An average grade of the three evaluations was determined for each letter. The students also analyzed three letters: direct, indirect, and persuasive.

Objectives

Objective A: To make the students knowledgeable about effective communication behavior. Students should be able to earn a minimum grade of 70 percent on the objective tests (Appendix H).

Objective B: To teach the students to communicate more effectively through practice and evaluation of their skills improvement. Students should be able to earn a minimum grade of 70 percent on the in-class writing assignments (Appendix G).

Objective C: To sharpen the students' analytical abilities. The students should be able to earn a minimum grade of 70 percent on the in-class analyses of business writing such as letters and memos (Appendix I).

Findings

Data for the Experimental Group showed that the students met Objectives A, B, and C by scoring more than 70 percent on the tests of measurement. Data for the Control Group showed that the students did not meet Objectives A or C, but they did meet Objective B.

The Experimental Group performed better overall. They scored higher on theory of communication and analysis of business messages, scored the same as the Control Group on principles; and by the end of the semester, they were writing as well as the Control Group.

Conclusions

Students who have formal instruction in theories of communication, with less writing practice, will:

1. develop greater knowledge of theory
2. develop an equal degree of knowledge of principles
3. develop an equal degree of skill in effective business writing
4. and develop a better skill in analyzing effective business writing than students who have had no formal instruction in theories of communication.

COGNITIVE COMPLEXITY AND IMPRESSION FORMATION IN AN ORGANIZATIONAL SETTING: A COMPARISON OF ALTERNATIVE THEORETICAL AND METHODOLOGICAL APPROACHES Order No. 7 120974

JACKSON, Herbert William, Ph.D. University of Illinois at Urbana–Champaign, 1978. 155pp.

The present study was designed to examine the comparative explanatory value of four approaches to impression formation while focusing on three factors considered important to co-worker relationships and person perception processes: (1) interpersonal affect, (2) degree of interaction, and (3) degree of functional or evaluative dependence. An organizational setting was chosen as an appropriate field setting in which to test predictions derived from each of four conceptual positions: (1) cognitive vigilance, (2) the degree of interaction hypothesis, (3) the pollyanna hypothesis, and (4) cognitive balance. Each set of predictions was, in turn, tested against data derived from four indices of the cognitive differentiation of impressions. Additional indicators were extracted from instrument responses as they appeared appropriate. Subjects selected eight target figures from their repertoire of work associates and judged each according to Bieri's Elicited Repgrid (ER), his Provided Repgrid (PR), and Crockett's Role Category Questionnaire (RCQ) procedures. A fourth indicator of differentiated impressions was extracted from Elicited Repgrid responses: the number of functionally unique dimensions of judgment (FUD). Intercorrelations between total scores on these measures were computed and served to indicate degree of convergent validity between instruments.

The eight target figures were defined by factoralizing the contrasting poles of the affective (negative and positive), interaction (high and low), and functional or evaluative dependency (yes and no) factors. Statistical analysis of figure ratings employed 2 X 2 X 2 analyses of variance with all three factors within subjects. These results served as a basis for testing a series of predictions.

Based on the vigilance approach, perceivers were expected to exhibit a greater differentiation in their ratings of negative figures, specifically, those disliked co-workers who represented persons to be avoided. In the present study, a relationship between perceiver differentiation and personally significant, negative figures seen as low sources of interaction was expected. Present ER–, PR– and FUD–based results did not support expectations. The frequency of interaction hypothesis indicated a greater differentiation would occur when perceivers evaluated personally and affectively significant colleagues. A greater differentiation of (1) liked others who were frequently sought for non-work related interaction and (2) disliked others upon whom perceivers were not dependent and could frequently avoid was indicated by present RCQ–based data. Reasoning from two interpretations of the pollyanna hypothesis, perceivers were expected to exhibit either (1) greater verbal diversity (i.e., differentiation) when evaluating positive vs. negative others, or (2) greater reliance on evaluatively positive terms in rating others irrespective of attributed valence. Figure differentiation scores based on all measures did not support the first prediction. However, when the number of positive, PR–based attributions ascribed to each role figure was treated as a criterion score, the second pollyanna-derived prediction was confirmed. Taking a balance approach indicated that perceivers would reveal a generally positive affective state when P-to-O relationships were seen as positive, sources of relatively high engagement and significant to the perceiver; a generally negative affective state was expected when relationships were seen as negative and sources of relatively low engagement. The number of positive and negative, PR–based attributions tended to support balance-derived predictions.

Present results also caused two, fairly important methodological issues to surface: (1) a general lack of convergence between instruments and (2) highly divergent patterns of score variance across instruments. Analysis of the range and variance of PR ratings, coupled with balance- and pollyanna-based findings, tends to show respondents as accommodating their evaluations to the six-point scale associated with that instrument in such a way that figure ratings tend both to balance along affective lines and to show a greater heterogeneity (and, therefore, differentiation) in their ratings of negative others.

A RULES THEORY OF ORGANIZATIONAL COMMUNICATION Order No. 7900722

McPHEE, Robert David, Ph.D. Michigan State University, 1978. 136pp.

This study contains a statement of, and justification for, a rules theory of organizational communication. After an analytical review of the rules paradigm articulated by Donald Cushman and his associates, certain variables and propositions, which are the instantiations of that paradigm in the organizational context, are posited, described, and argued for.

A theory of communication rules is based on the presumptions that people communicate in order to coordinate; that to communicate, they require prior consensus on the meanings of the communication; that some consensual meanings (termed rules) have normative force because they condition expectations; that those rules have practical force when they are necessary for carrying out some social activity; and that practical force is the basis for the explanatory power of rules. In this study, such principles ground a functional theory of communication rules; rule systems are so structured as to allow for the communication necessary to coordinate activities.

Organizational communication rules are those designed to allow coordination of productive tasks between interdependent workers. In fact, they are not just matters of repetitious routine, but include rules of the following sorts: rules about informing and consulting, rules stipulating the possession of information and decision powers, and rules stipulating valid grounds for joint decisions.

Such rules are functionally dependent on some organizational task. A joint choice model of task interdependence relations is articulated, which allows a clear and organized representation of task interdependence in terms of exclusive and exhaustive set of categories. Using that model, three types of variables describing task interdependence are conceptually and operationally distinguished: patterning of interdependence, intensity of interdependence, and direction of interdependence.

While many different systems of organizational communication rules might be used to allow coordination between interdependent workers, all workable rule systems for situations involving fairly intense interdependence must have certain features in common. Several such features are listed under the headings "intensity of consensus," "patterning of consensus," "asymmetry of consensus," and "complexity of consensus." The rather complex relationships between this body of variables and task interdependence variables are stipulated and argued for in the dissertation text.

Interdependence has an impact both on the systems of rules used in organizations and on the social systems that teach and use the rules. There are three distinct kinds of social entities which sustain organizational communication rules, labeled "task structures," "hierarchical control structures," and "associational structures" herein. Which structures will be present and dominant in controlling which rule systems depends, once again, on task relations between employees. The thesis ends with a deduction of the precis relationships between task variables and these social structures.

THE INFLUENCE OF SEX DIFFERENCES AND ORGANIZATIONAL STATUS UPON SPEECH DOMINANCE IN MIXED-SEX DYADS Order No. 7823810

NASSAU, Bruce Allen, Ph.D. University of Denver, 1978. 97pp.

Purpose of the Study

The purpose of the present study was to investigate the influence of sex differences and organizational status upon speech dominance behavior in mixed-sex dyads.

Procedure of the Study

A field experimental design was utilized. The data comprised a 3x2 factorial design with two levels of sex (male and female), and three levels of organizational status (high, equal, low).

Five organizations participated in the investigation. A purposive, non-random sample procedure was employed in order to obtain, in total, three classification conditions of 15 dyads each: 1) higher status males/lower status females; 2) higher status females/lower status males; and 3) male equal/female equal status. A total of 45 dyads participated.

Observations were made to determine the extent to which subjects characterized by each combination of classification variables exhibited the criterion variable, dominant speech behaviors. Instances of speech dominance were determined using the "turn-taking" model of speaker alternation, which characterized dominant speech behavior as the violation of a speaker's right to complete a conversational "turn."

The number of speech dominance behaviors exhibited by subjects was determined through tape recorded observations of each dyad.

The observations of dominant speech behavior were made by three judges. A "turn-counter" recorded the total number of instances when speakers alternated speaking turns. Thus, in addition to recording the raw frequencies of individuals' speech dominance behaviors within dyads, ratio scores reflecting individuals' total number of turns taken in the dyadic interactions within each dyad, were also obtained.

A two-way analysis of variance was applied to the data in order to determine the effects of sex and organizational status upon dominant speech behavior in mixed-sex dyads. A third hypothesis was tested by squaring the "ETA," a statistic based upon the product moment correlations for each of the two independent variables, and then comparing them in order to determine which variable had the greatest impact on speech dominance. The .05 level of significance was required for acceptance of the research hypotheses.

Results of the Study

Throughout the conversations examined in the study, the sex of the subjects was not a significant determinant of speech dominance behavior. In addition, the effects of the organizational status variable did not significantly affect patterns of speech dominance in the mixed-sex dyads observed.

The total amount of variance accounted for by the organizational status variable was slightly, though non-significantly, greater than that accounted for by the sex variable.

Implication of the Study

Failure to find a significant sex main effect indicated that firm, distinct, pre-determined male/female language behavior patterns cannot be assumed to exist in every social setting. It appears that male/female language behavior is flexible and situational rather than fixed.

Failure to find an organizational status main effect suggests that conversational dominance may not always be associated with power and status in mixed-sex dyads. It may be that power and status differences are communicated through non-verbal rather than verbal levels. Additionally, these results may reflect the notion that status and speech dominance are not necessarily synonymous. That is, higher status may not necessarily be reflected through verbal dominance while lower status may not be manifested through verbal reluctance.

The relatively little amount of the total variance accounted for by the sex and organizational status variables with respect to explaining speech dominance behavior in the mixed-sex dyads observed, suggests the need to include additional contextual variables in the exploration of male/female language behavior.

THE EFFECT OF OPEN OFFICE LANDSCAPING ON COMMUNICATION

Order No. 7817692

PENROSE, John Morgan, Jr., Ph.D. University of Texas at Austin, 1978. 250pp. Supervisor: Eugene Rathswohl

This research studies the changes in communication, behavior, and attitude that occur in an organization as it moves from a traditional office layout to an open, landscaped office. An open landscaped office has no restricting walls, partitions, or rigidly defined corridors; units are grouped together according to function; and all employees work in the same room.

One organization is studied intensively, as a case study, through interviews, observations, questionnaires, and company records. A series of two data collections occurred before the office move and two after the move.

The various method of data collection overlap somewhat. The questionnaires sought information on communication frequency and media selection; observations viewed behavior through behavioral mapping techniques; and interviews determined selected attitudes, behaviors, and communication methods.

Questionnaires were distributed to all full-time employees in May, 1977. The same questionnaire was given to those employees who had completed the first questionnaire and were still full-time employees, and continued in their same job. For the 100-employee organization, 76 questionnaires were distributed in October, 1977, and 72 were returned.

The observations that occurred on the four occasions studied several dozen categories of behavior among the various work locations. A total of 11,735 observations were made in the front office, the traffic room, the switching room, the supply room, and the phone store of the independently-run telephone company.

The questionnaire revealed few major changes in self-reported communication activity, but did show significant moves in attitude toward the physical work setting and the mental atmosphere. These latter changes were most noticed with the group of employees that moved to the landscaped offices, where their physical work setting was now seen to be much more positive.

Analysis of the observations indicates an increase in the percentage of time spent busy alone and a decrease in the percentage of time spent busy with others and not busy with others.

It is concluded that this exploratory research does identify some important changes in attitude that are associated with the move to the new office. Continued research in this area--both with this organization and with other organizations--would no doubt be valuable.

AN EXPLORATORY STUDY OF COMMUNICATION PROFILES BASED UPON SEX DIFFERENCES ACROSS ORGANIZATIONS

Order No. 7908215

SIEGERDT, Gail Anne, Ph.D. The Ohio State University, 1978. 222pp. Advisers: Professors Keith Brooks and Thomas McCain

Sex differences in organizational communication are becoming an area of increasing concern as the participation of women has now swelled to 50% of the total workforce. This study was concerned with the equivocal nature of research on sex differences in organizational settings. The research has been contaminated largely by acceptance of the socialization process theory or the belief that sex roles are learned from early childhood and account for differential behavior throughout life in a variety of social settings. Unfortunately, the general and perhaps gross nature of the socialization model has provided little in the way of a clear understanding of sex differences and their relation to organizational communication variables, processes, and outcomes. This situation presents the communication theorist and practitioner alike with an inability to develop valid theories and strategies.

This study was conducted to seek and describe communication relationships, patterns, and behavior based upon sex. The major objectives of the study were to determine if sex differences (male vis-à-vis female) exist in organizational communication and whether they are pervasive (across organizations), significant (meaningful differences exist), and whether or not sex profiles could be developed which could be used to design more effective communication systems and strategies.

The research questions were as follows:

1. What differences, if any, emerge between men and women based on their responses to organizational communication concepts?
2. What differential interorganizational communication profiles (patterns) emerge, if any, based on the sex of organizational members?

The study was an exploratory, comparative organizational analysis of sex-coded respondents from 11 organizations. The study sample (N=2,849) was obtained from the International Communication Association Communication Audit Survey Questionnaire.

The major variables examined in the study included sex, which was measured by a self-report on item 118 of the survey questionnaire, and 116 communication items. Sex and the communication items were treated dually in the study as dependent and independent variables. The actual data analysis was conducted in eight stages which employed a combination of univariate and multivariate statistical techniques.

The data analysis employed some factor analyses which generated 25 communication "constructs" from the items. The ANOVA reduced these to 17 constructs which were significantly different for sex. A multidiscriminant analysis indicated the relative importance and classification strength of the 17 communication constructs. The discriminant function indicated these factors accounted for 66% of the variance attributable to sex.

The findings of the study provided a clear and unequivocal answer to the first research question -- sex differences did emerge in communication responses across organizations. Additionally, in reference to the second research question, differential sex profiles of communication behavior were somewhat suggested by the data. Perhaps the most important finding of the study was that "perceived influence" was a highly significant discriminator and predictor of sex communication behavior across organizations, accounting alone for 65% of the variance.

The major limitation of the study resulted from multicollinearity of the factored communication constructs. This problem suggested validity and reliability weakness inherent in the ICA Communication Audit Survey Questionnaire. Regardless, the study has been successful in describing a set of communication factors which are significantly related to sex. This contribution offers a starting point for further research into cause/effect relationships between sex differences and organizational communication variables and their implication to communication effectiveness.

CAREER-ORIENTED COMMUNICATIONS: DETERMINING THE INSTRUCTIONAL NEEDS OF THE COMMUNITY COLLEGE VOCATIONAL-TECHNICAL STUDENT

Order No. 7907017

SKELTON, Terrance Michael, A.D. The University of Michigan, 1978. 191pp. Chairman: Dwight W. Stevenson

Expanding enrollments in community college vocational-technical programs have created a demand for courses in technical communications. Thus, career education has thrust upon the English teacher a new responsibility. In addition to teaching composition and literature courses, English teachers are being asked to design and teach courses in technical communications. However, the discipline commonly known by such diverse names as technical writing, technical communications,

technical English, or business communications is new to many English professionals and not generally well understood. The crux of the problem is the fact that very little is known about the vocational-technical graduate's role as a middle level communicator in business, industry, and government. All too often the objectives of these courses are based solely on available textbooks which have done little to define the communication responsibilities of middle level employees. An analysis of ERIC course descriptions reveals considerable confusion as to what goals these courses should achieve and the means necessary to achieve them.

There is, however, a means by which the instructional needs of the career student can be determined. A survey of vocational-technical graduates from three community colleges in southeastern Michigan, complemented by interviews of some of the graduates' employers, shows the middle level employee performing such vital communication tasks as communicating data, reporting progress on projects, and submitting recommendations on policy or procedural matters. Although the majority of these tasks are accomplished in face-to-face conversations, a significant portion of the graduates write instructions, reports, business letters, and technical manuals. Moreover, the middle level employee often writes for a multiple audience. A report or a set of instructions may be read by two or more readers, each reader functioning in different organizational roles. To cope effectively with complex audiences and changing rhetorical situations, the writer must be able to identify his audience and their needs, determine the instrumental purpose of the message, and communicate at various levels of abstraction, from concrete data to high level generalizations. Job related writing requires the ability to synthesize information derived from notes or minutes taken in departmental meetings, filed reports and letters, face-to-face conversations and telephone calls, and first hand observations. Effective job related writing therefore requires information obtained accurately through skillful speaking, listening, and reading.

This paper, then, proposes a model for a basic course in career-oriented communications which integrates writing with reading, speaking, and listening in a comprehensive approach to communication skills. This approach reflects on-the-job conditions in which information and ideas are created and exchanged at various levels of abstraction. Through interrelated assignments requiring extensive group work and role playing as well as individual writing, on-the-job rhetorical situations are simulated in the classroom. The assignments progress from messages consisting of relatively simple concrete recorded data to those containing high level generalizations. Conducted in a workshop format, this course is reserved for the sophomore year, for by then the career student has become an expert in his field with a substantial body of technical knowledge to draw upon for writing assignments.

COMMUNICATION AND ORGANIZATIONAL CHANGE: A CASE STUDY AND EMPIRICAL ANALYSIS

Order No. 7900754

TAYLOR, James Allen, Ph.D. Michigan State University, 1978. 225pp.

This dissertation reviews the limitations of organizational theory in terms of communication and change behaviors prescribed by the bureaucratic school, the human relations school, rationality theorists, and organizational development theorists. A reconceptualization of the change process is proposed. Essentially the author argues that change in a perceptual process which is least disruptive when perceived deviations from prior organizational norms and beliefs are minimized.

Five major hypotheses are tested, along with numerous correlaries in a time-series field test of the model. Data are gathered from a state-wide system of administrators in Special Education. Research used network analysis to separate population into communication roles. Metric-multidimensional scaling was used to study attitude change over time. Some support for the model is found, however, implementation difficulties prevented precise observations.

THE RHETORIC OF DENOMINATIONALISM

Order No. 7817284

VEITCH, Robert Andrew, Jr., Ph.D. University of Pittsburgh, 1978. 244pp.

The multiplicity of denominations within American Protestantism stands in contradiction to what many understand to be the uniting impetus of the Christian message. Such segments suggest a divisiveness that has attracted the attention of both church and social students. These students imply that the cause may be rooted within the self-maintaining and self-perpetuating procedures of denominations as they compete for the allegiance of converts. In this, rhetorical overtones are evident, particularly in view of Kenneth Burke's articulation of the theory of rhetorical strategy called mystification; the theory lends itself to the examination of the rhetorical implications of the composition of an organization.

The purpose of this study, therefore, was to examine, by the application of credible theory, Protestant denominations in their intra and inter communicative relationships in order to call attention to how denominationalism is rhetorical. Because of the applicability of Kenneth Burke's idea of mystification to a rhetorical analysis of an organization, his theory was examined. The strategies of persuasion through mystifying were identified. And on the basis of the implications of these mystifying procedures, a hypothesis was developed to facilitate the demonstration of the rhetorical qualities of denominationalism.

Before the explicit examination of the hypothesis, the study contains a historical background of America's denominations. This background identified how man's quest for freedom ultimately had an effect upon American Protestantism and how it resulted in a peculiarly American contribution to religion, that is denominationalism.

In an effort to identify the rhetoric of denominationalism a hypothesis was formulated: the organizational accouterments of American Protestant denominations result in an aura of mystification both with regard to their inter and intra communicative relationships and in this manner serve a rhetorical function. This hypothesis was explored by the application of ten propositions to five, selected denominations. The information for the examination of these propositions was derived from three sources: historical data, the organizational documents of the five denominations, and a questionnaire sent to 1,000 ministers selected at random from these denominations.

The examination of these denominations demonstrated how their origin, structure, hierarchy, pious terms, vocabulary, membership procedures, disciplines, doctrine, and role perceptions contributed to the ways which Burke's concept of mystification functions. And although these denominations--the Christian and Missionary Alliance, the Church of God (Pentecostal), the Free Methodist Church, The General Association of Regular Baptist Churches, and the United Presbyterian Church in the U.S.A.--reflected a diversity that detracted from the precision of response and examination, they, nevertheless, clearly supported the propositions and validated the hypothesis.

The investigation of these denominations pointed out that the organizational accouterments of denominations--constitutions, disciplines, hierarchy, and the like--do have a persuasive influence. The materials consulted identified that denominationalism is rhetorical as denominations: 1) use unitary and/or glorifying terms to obscure otherwise dividing realities; 2) use language to articulate a principle of social division; 3) use language to prescribe hierarchical order; 4) use language to redirect the value perception of a given idea or action; 5) use language to articulate, in the sense of a specialized vocabulary, the perceptions of a given subdivision of society; and 6) use nonlinguistic symbols as agents of mystification.

RHETORICAL SENSITIVITY IN FIRST-LINE SUPERVISORY RELATIONSHIPS: A DESCRIPTIVE AND CRITICAL INVESTIGATION OF MANAGEMENT LITERATURE

Order No. 7909147

WARD, Steven Anthony, Ph.D. The Pennsylvania State University, 1978. 162pp. Adviser: Herman Cohen

This study investigated management literature to see if advice offered to first-line supervisors about their communicative relationships with subordinates could be interpreted as rhetorically sensitive. The study was undertaken because the first-line supervisor's organizational position places him in direct contact with subordinates, and requires that he communicate with and lead subordinates effectively. Hart and Burks' concept of rhetorical sensitivity seemed a potentially useful way for supervisors to think about their communicative relationships with subordinates, since it is an "instrumental" approach to interpersonal communication in which one person attempts verbally to influence another person to respond to him in intended ways. Thus, this study addressed the question: "Does management literature offer any advice to first-line supervisors that could be interpreted as rhetorically sensitive?"

The study examined 140 articles about supervisory relationships appearing in eight management periodicals during the years 1975–1977. These articles included direct advice to supervisors, as well as advice offered to managers which could indirectly influence supervisors' interactions with subordinates. Articles were grouped into descriptive categories and subcategories, and recurring patterns in the formats and themes of the advice were described. Advice was analyzed according to five interrelated assumptions: (1) The interaction between the supervisor and the subordinate is goal-directed, (2) the supervisor is a thinking, choice-making human being, (3) the subordinate is a thinking, choice-making human being, (4) situational demands are considered, and (5) the supervisor should make adaptive decisions before communicating with and leading subordinates. Advice based on all of these assumptions was interpreted as rhetorically sensitive. Advice which did not present the subordinate as a thinking, choice-making human being was classified "Machiavellian." Advice which presented neither the supervisor nor the subordinate as thinking, choice-making humans was classified as "deterministic."

Of the 119 articles which could be analyzed with some degree of certainty, 26 offered rhetorically sensitive advice to supervisors and managers. Most of these articles offered advice about the process of supervision in an analytical format which identified issues supervisors should consider when interacting with subordinates. Sixty-seven articles offered Machiavellian advice; most of these prescribed management structures or supervisory processes based on theoretical understandings of human behavior in organizations. Recommendations for participative decision making and open communication were common themes in this advice. Another 26 articles offered deterministic advice, primarily in the form of prescriptive checklists of eclectic, "common sense" supervisory techniques.

Machiavellian and deterministic advice were classified as "reactive," since both share the assumption that the subordinate reacts to the supervisors without thoughtful choice making. This study concluded that reactive advice is popular in management literature because it reflects managers' and supervisors' concerns with personal and organizational efficiency. Reactive advice was linked to a structural approach to management that treats subordinates as an organizational variable to be manipulated in pursuit of greater organizational efficiency. In contrast, rhetorically sensitive advice was identified as reflecting an interactive approach to the process of supervising subordinates. Evidence demonstrated that subordinates persist in choosing their own individual goals in organizations, which invalidates the assumption of reactive advice that subordinates do not make thoughtful choices. This evidence also indicated the potential utility of rhetorically sensitive advice to the first-line supervisor. A few studies of the process of supervision provided evidence of the actual utility of rhetorically sensitive advice. However, the study concluded that additional investigations of the process of supervision need to be undertaken.

INTERPROFESSIONAL CONSULTATION BETWEEN SCHOOL ADMINISTRATORS AND SCHOOL PSYCHOLOGISTS IN CALIFORNIA UNIFIED SCHOOL DISTRICTS: A COMPARISON OF COMMUNICATION FACTORS

WEBSTER, Melvin Leroy, Ed.D. University of Southern California, 1978. Chairman: Professor Ferris

Purpose. The purpose was to study whether there existed any difference of perception between school administrators and school psychologists of what is currently happening and what should be taking place in the communication process.

Questions posed were: (1) Is there a difference of perception between administrators and psychologists of what is currently happening and what should be taking place in the communication process? (2) Is there a difference of perception between administrators and psychologists of what is currently happening and what should be taking place in the communication process as it relates to participation? (3) Is there a difference of perception between administrators and psychologists of what is happening and what should be taking place in the communication process as it relates to decision-making? (4) Is there a difference of perception between administrators and psychologists of what is currently happening and what should be taking place as it relates to communication barriers?

Procedures. The study was restricted to California Unified Schools that enrolled between 8,000 and 30,000 pupils. Forty school districts participated with sixty-nine administrators and sixty-four psychologists participating. The mailed questionnaire technique was utilized for collecting the data. An appraisal scale based on the Likert-type rating scale was used. The questionnaire consisted of fifty items based on the communication concepts of participation, decision making and barriers in the communication process.

Findings. Overall, there were few deviations in the way administrators and psychologists perceive the present and preferred communication process. There was no significant association between administrators' and psychologists' perceptions of: (1) the total present and preferred communication process; (2) the present and preferred communication process as it relates to the participation process; (3) the present and preferred communication as it relates to the decision making process; (4) the communication process in regards to barriers; (5) the total present or preferred communication process; (6) the present or preferred communication process in regards to decision making; (7) there was no significant association in perceptions administrators have of present or preferred communication process in regards to communication barriers; (8) there was a significant association between administrators' and psychologists' perceptions of the communication process in regards to barriers; (9) there was a significant association in perceptions psychologists have of present or preferred communication process in regards to communication barriers.

Conclusions. There is not a significant difference of perceptions between administrators and psychologists of: (1) what is currently happening and what should be taking place in the communication process; (2) what is currently happening and what should be taking place in the communication process as it relates to participation communication; and (3) what is currently happening and what should be taking place in the communication process as it relates to the decision making process. (4) There is a discrepancy of perception between administrators and psychologists of what is currently happening and what should be taking place in the communication process as it relates to barriers in the process.

Recommendations. Unified school districts should: (1) Take steps to alleviate problems of the communication process as perceived by administrators and psychologists in regards to communication barriers. (2) Periodically monitor or measure its communication process as perceived by school personnel in order to make provisions or adjustments as part of an on-

going process. (3) A modified replication of this study should be made between administrators and other pupil personnel staff members. (4) A modified replication of this study should be made employing a causal-comparative design. The investigator should study psychologists' perceptions of communication barriers and seek out causes, relationships, and their meanings as they relate to the communication process.

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